



OVERVIEW

ATLANTIC

PLEASANTVILLE CITY

GRADE SPAN PK-05

LEEDS AVENUE ELEMENTARY SCHOOL

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The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

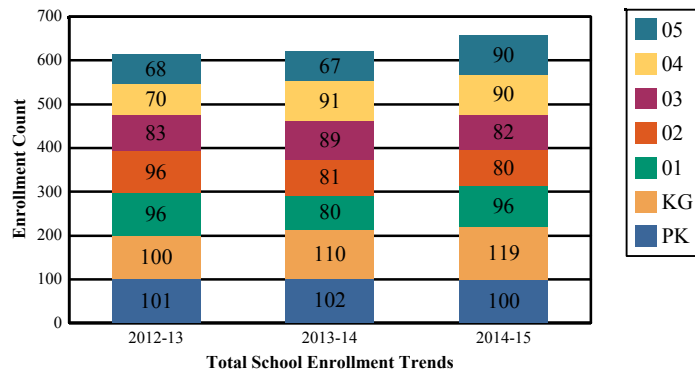
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

**DEMOGRAPHIC INFORMATION**

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**Enrollment by Grade**

This graph presents the count of students who were 'on roll' by grade in October of each school year.



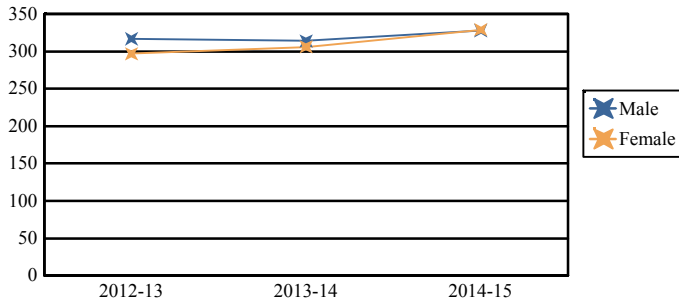
Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	614
2013-14	620
2014-15	657

**Enrollment by Gender**

This graph presents the count of students by gender who were 'on roll' in October of each school year.

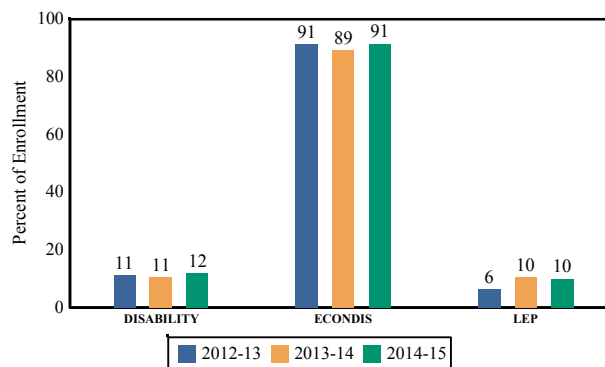


	Male	Female
2012-13	317	297
2013-14	314	306
2014-15	328	329

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**Enrollment Trends by Program Participation**

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

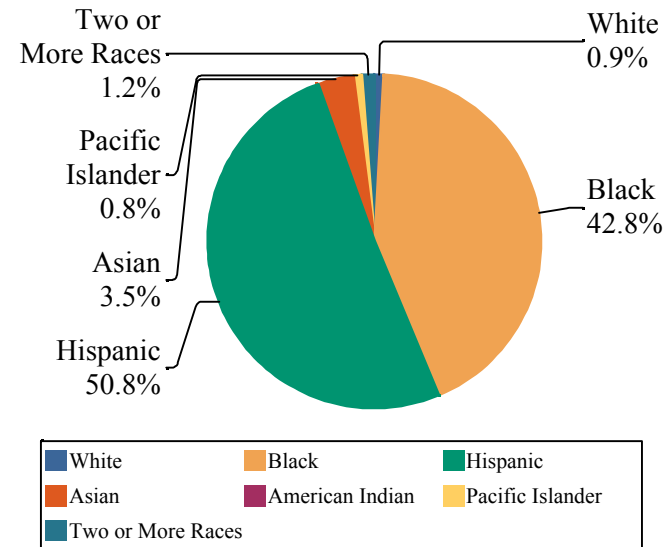


Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	79	12%
Economically Disadvantaged Students	601	91.5%
English Language Learners	66	10.1%

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**Enrollment by Ethnic/Racial Subgroup**

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



**Language Diversity**

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	54.4%
Spanish	40.8%
Haitian Creole	2.5%
Punjabi	0.5%
Tagalog	0.5%
Bengali	0.3%
Other	1.1%

#### ACADEMIC ACHIEVEMENT

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	27%	75	11
Math Met or Exceeded Expectation	23%		

#### ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	269	26.7%	95%	96.8%	YES
White	-	-	--	--	--
African American	117	24%	95%	95.9%	YES
Hispanic	139	27.4%	95%	97.2%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	45	13.3%	95%	97.8%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	253	25.3%	95%	96.6%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	269	23%	95%	96.5%	YES
White	-	-	--	--	--
African American	117	16.3%	95%	95.9%	YES
Hispanic	139	25.9%	95%	96.6%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	45	15.5%	95%	97.8%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	253	21.8%	95%	96.2%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.



State of New Jersey  
2014-15

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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations (Min. 650)	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations (Max. 850)

PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	83	726	744	24%	24%	30%	20%	1%	22%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	33	717	725	36%	21%	21%	18%	3%	21%	26%
Hispanic	41	726	727	20%	29%	37%	15%	0%	15%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	12	702	718	33%	25%	8%	33%	0%	33%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	79	725	724	25%	24%	32%	18%	1%	19%	24%

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PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	91	736	751	15%	19%	30%	31%	5%	36%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	38	727	733	21%	26%	26%	26%	0%	26%	30%
Hispanic	50	742	737	10%	14%	32%	36%	8%	44%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	81	734	734	17%	19%	28%	31%	5%	36%	31%

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PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	95	724	751	20%	28%	29%	22%	0%	22%	53%
White	-	-	757	-	-	-	-	-	-	62%
African American	46	725	734	20%	30%	26%	24%	0%	24%	31%
Hispanic	48	723	737	21%	25%	33%	21%	0%	21%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	93	724	734	20%	29%	29%	22%	0%	22%	31%



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PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	83	731	746	10%	30%	33%	24%	4%	28%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	33	721	728	18%	36%	24%	18%	3%	21%	25%
Hispanic	41	731	733	5%	32%	39%	22%	2%	24%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	12	711	727	33%	17%	8%	25%	17%	42%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	79	730	730	10%	30%	33%	23%	4%	27%	26%

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PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	91	734	744	13%	23%	41%	19%	4%	23%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	38	730	727	16%	26%	39%	18%	0%	18%	20%
Hispanic	50	737	732	10%	22%	42%	20%	6%	26%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	81	732	730	15%	25%	41%	16%	4%	20%	23%

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PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	95	726	744	12%	35%	35%	19%	0%	19%	42%
White	-	-	749	-	-	-	-	-	-	49%
African American	46	721	728	13%	41%	35%	11%	0%	11%	21%
Hispanic	48	730	733	10%	29%	33%	27%	0%	27%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	93	726	731	12%	34%	34%	19%	0%	19%	23%

### 2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>  
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>  
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>  
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

#### Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

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**NJASK Results - Science Grade Level - 04**

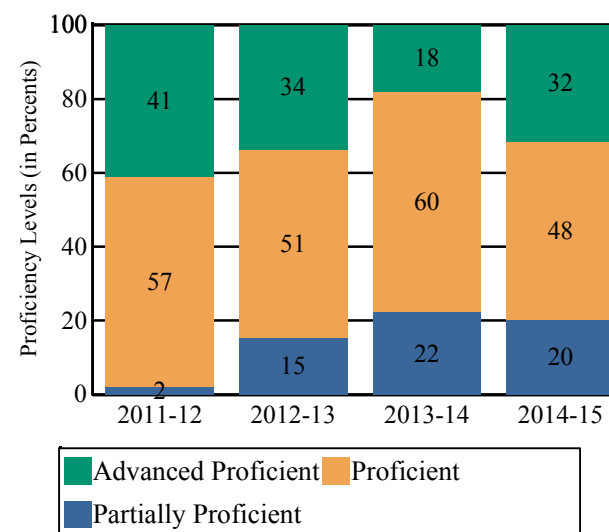
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	32%	48%	20%
White	-	-	-
African American	26%	45%	29%
Hispanic	38%	53%	10%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	33%	67%
English Language Learners	-	-	-
Economically Disadvantaged Students	30%	53%	17%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**NJASK Proficiency Trends - Science - Grade Level - 04**

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



**COLLEGE AND CAREER READINESS**

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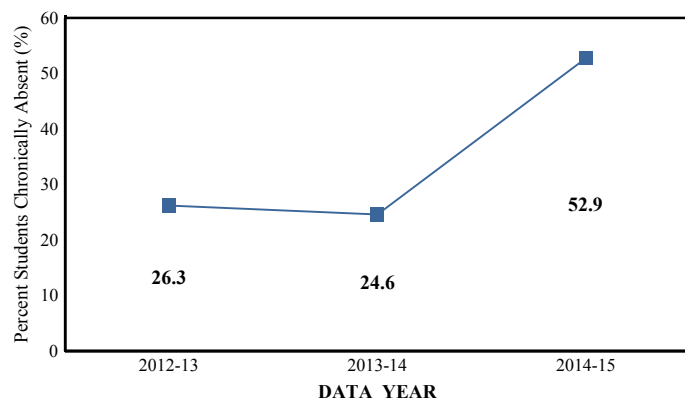
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

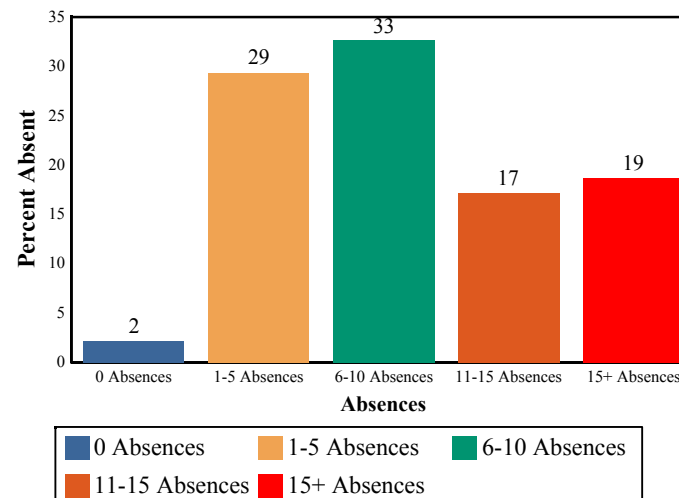


**Chronic Absenteeism for 2014-15**

**52.86%**

**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



### STUDENT GROWTH

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	45	36	29	35	YES
Student Growth on Math	42	36	24	35	YES
		36	27		100%

### Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	13%	4%	0%
Partially Met	13%	6%	5%
Approached	10%	14%	7%
Met	3%	10%	13%
Exceeded	1%	0%	2%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	11%	2%	0%
Partially Met	14%	12%	4%
Approached	9%	11%	16%
Met	5%	6%	8%
Exceeded	0%	0%	2%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.

**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.

**High Growth** is defined as a **Student Growth Percentile** score higher than 65.

### WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

#### Grade Level - 03

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	801	850
75th	746	770
50th	724	743
25th	699	715
0th	654	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	55

#### Grade Level - 03

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	786	850
75th	747	767
50th	729	745
25th	712	722
0th	674	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	45



#### WITHIN SCHOOL ACHIEVEMENT GAP

ATLANTIC

PLEASANTVILLE CITY

GRADE SPAN PK-05

LEEDS AVENUE ELEMENTARY SCHOOL

100 W LEEDS AVENUE

PLEASANTVILLE, NJ 08232

#### Grade Level - 04

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	798	850
75th	758	773
50th	736	750
25th	713	728
0th	651	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	45

#### Grade Level - 05

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	780	850
75th	746	773
50th	727	751
25th	703	728
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	45

#### Grade Level - 04

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	814	850
75th	747	764
50th	733	742
25th	713	721
0th	651	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	43

#### Grade Level - 05

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	778	850
75th	744	763
50th	726	743
25th	709	723
0th	655	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	40

## SCHOOL CLIMATE

ATLANTIC

PLEASANTVILLE CITY

## State of New Jersey

2014-15

GRADE SPAN PK-05

01-4180-080

LEEDS AVENUE ELEMENTARY SCHOOL

100 W LEEDS AVENUE

PLEASANTVILLE, NJ 08232

### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 25 Mins.

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	1.8%

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	6 Hrs. 25 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	14
Administrators	219

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
ATLANTIC	PLEASANTVILLE CITY	LEEDS AVENUE ELEMENTARY SCHOOL	01-4180-080	PK-05	91.5%	10%	11.7%
ATLANTIC	PLEASANTVILLE CITY	NORTH MAIN ST ELEMENTARY SCHOOL	01-4180-085	PK-05	89.6%	15.9%	11.2%
CAMDEN	LINDENWOLD BORO	LINDENWOLD SCHOOL FOUR	07-2670-040	KG-04	84.5%	21.6%	11.3%
CHARTERS	ENVIRONMENT COMMUNITY CS	ENVIRONMENT COMMUNITY OPPORTUNITY (ECO) CHARTER SCHOOL	80-6232-920	KG-05	90.5%	0%	10%
CHARTERS	KNOWLEDGE A TO Z CHARTER SCHOOL	KNOWLEDGE A TO Z CHARTER SCHOOL	80-6083-968	KG-04	90%	0%	5.3%
CHARTERS	NEW HORIZONS COMM. CS	NEW HORIZONS COMMUNITY CHARTER SCHOOL	80-7290-957	KG-05	92.9%	0%	6%
CHARTERS	NEWARK LEGACY CS	NEWARK LEGACY CHARTER SCHOOL	80-6037-922	PK-05	92.5%	0%	10.3%
ESSEX	EAST ORANGE	CICELY L. TYSON COMMUNITY ELEMENTARY SCHOOL	13-1210-140	PK-05	89.4%	1.5%	7%
ESSEX	EAST ORANGE	EDWARD T. BOWSER SR. SCHOOL OF EXCELLENCE	13-1210-050	PK-05	86.2%	16%	7.5%
ESSEX	NEWARK CITY	ELLIOTT STREET ELEMENTARY SCHOOL	13-3570-390	PK-04	84.7%	21%	7.2%
ESSEX	NEWARK CITY	SOUTH STREET ELEMENTARY SCHOOL	13-3570-640	PK-05	84.1%	20.6%	8.1%
HUDSON	HOBOKEN CITY	THOMAS G. CONNORS	17-2210-065	PK-06	96.4%	0%	10.4%
HUDSON	JERSEY CITY	CHARLES E. TREFURT SCHOOL	17-2390-120	PK-05	87.1%	36.7%	14%
HUDSON	JERSEY CITY	PS # 20	17-2390-190	PK-05	89%	7.4%	11.1%
HUDSON	WEST NEW YORK TOWN	PUBLIC SCHOOL NUMBER FIVE	17-5670-090	PK-06	87.8%	22.8%	8%
MERCER	TRENTON CITY	COLUMBUS ELEMENTARY SCHOOL	21-5210-170	KG-05	94.6%	11.4%	17.1%
MERCER	TRENTON CITY	FRANKLIN ELEMENTARY SCHOOL	21-5210-190	KG-05	90.3%	10.5%	11.6%
MERCER	TRENTON CITY	GREGORY ELEMENTARY SCHOOL	21-5210-210	KG-05	90.6%	0.3%	8.2%
MERCER	TRENTON CITY	JEFFERSON ELEMENTARY SCHOOL	21-5210-230	KG-05	90.5%	0%	6.9%
MERCER	TRENTON CITY	MOTT ELEMENTARY SCHOOL	21-5210-260	KG-05	89.9%	17.5%	12.5%

**SCHOOL PEER GROUP**

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GRADE SPAN PK-05

MIDDLESEX	NEW BRUNSWICK CITY	LINCOLN ELEMENTARY SCHOOL	23-3530-080	PK-05	90.3%	19.8%	10.8%
MIDDLESEX	NEW BRUNSWICK CITY	PAUL ROBESON COMMUNITY SCHOOL	23-3530-123	PK-05	89.2%	10.6%	8.4%
MIDDLESEX	PERTH AMBOY CITY	ANTHONY V. CERES ELEMENTARY SCHOOL	23-4090-070	KG-04	84.5%	25.6%	4.3%
MIDDLESEX	PERTH AMBOY CITY	HERBERT N. RICHARDSON 21ST CENTURY SCHOOL	23-4090-130	KG-04	80.6%	37%	6.6%
MONMOUTH	LONG BRANCH CITY	GEORGE L CATRAMBONE	25-2770-300	PK-05	89.3%	20.8%	8.6%
MONMOUTH	NEPTUNE TWP	MIDTOWN COMMUNITY ELEMENTARY SCHOOL	25-3510-080	PK-05	86%	19.3%	12.1%
PASSAIC	CLIFTON CITY	SCHOOL #12	31-0900-170	KG-05	85.5%	18%	10.7%
PASSAIC	PATERSON CITY	SCHOOL 15	31-4010-190	PK-05	86.1%	19.7%	12.3%
SOMERSET	FRANKLIN TWP	PINE GROVE MANOR SCHOOL	35-1610-140	PK-04	80.6%	36%	4.6%
UNION	PLAINFIELD CITY	CLINTON ELEMENTARY SCHOOL	39-4160-110	PK-05	82.4%	39.1%	7.9%
UNION	ROSELLE BORO	HARRISON ELEMENTARY SCHOOL	39-4540-020	01-04	81.5%	43.3%	8.9%